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The Education Debates: Still A Sea Of Words

Once again there has been a convention of educators, and once again there has been the customary spate of outpourings of abstract, generalized, stratospheric and other theories about that vast common-denominator oration theme, education.

A gathering the other day at the seventh Thomas Alva Edison Foundation Institute in East Orange, N. J., lived up to tradition.

Speakers spoke; theorists theorized; sore people soared in unhappy eloquence.

For instance, Rear Admiral Hyman G. Rickover, of the Atomic Energy Commission, mounted a rostrum and demanded that the top-cream pupils even in grammar grades be put into separate schools and have their special brilliance specially developed.

From the same platform, President Carroll V. Newsom of New York University said high school students get too much mathematics, although a plea for more science and more mathematics is heard at most assemblies of teachers.

Dr. Herbert Scoville, Jr., of the U. S. Central Intelligence Agency, told the educators, however, that Russia is far ahead of the U. S. in raising the educational and intelligence competences of all the people—apparently by not specializing on the top-cream.

Persons in the Anderson area who attend PTA gatherings, or listen-in on educators' conventions, similarly hear opposing demands and laments.

Anyhow, the great game of theory versus theory is still verbally played whenever there is a talk-fest of labeled "educators," but far behind these echoing rostrums thousands of small children and teen-agers and more-or-less cream college students do somehow keep on getting individually some I. Q. stimulation, and inevitably elevating the national average, daily discrediting glib specialists.

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